

# NEVADA Connections

*Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce*

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## New on Nevada's literacy Web site

### Message from MK

Mary Katherine Moen, Nevada's Director of Adult Education, posts a new message on the Web site each month. The messages are typically less than a page long and very informative; they provide a glimpse into how MK "sees it," her take on important issues, and her vision for the future. Recent topics include content standards, learner access to services, and Nevada's report to the U.S. Department of Education. To view the messages, go to Nevada's adult education home page (<http://www.literacynet.org/nvadulted/home.html>) and click on "Message from MK".



### Pig hearts and onion skins

Seasoned GED instructor Val Lyons-Brady ([vbrady@tmcc.edu](mailto:vbrady@tmcc.edu)) has developed a creative new curriculum of interactive science experiments and activities for GED students. Go to [www.literacynet.org/nevada](http://www.literacynet.org/nevada), click on "Teacher/tutor" (along the left), then scroll down to the GED section.

## Listservs reactivated

Listservs provide a quick, easy, and non-invasive format for sharing ideas, information, resources, triumphs, problems, and solutions. These listservs are "closed" — access is restricted to subscribed members only, reducing the likelihood of unwanted email from outside the list. To subscribe to any of these lists, send an email to [saylv@cox.net](mailto:saylv@cox.net) specifying the name of the listserv and your connection to adult basic education.

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| NVGED     | For instructors, tutors, program directors and others who work with English-speaking adults functioning at the high school level and working toward procurement of an Adult High School Diploma or GED Certificate. GED Examiners will find this forum useful as well.   |
| NVESOL    | For instructors, tutors, program directors, coordinators, and others who provide one-on-one, small group, or class instruction in ESL or EL/Civics to adults. Although ABE and GED instructors are not excluded, this list is primarily for those who teach English to Speakers of Other Languages.  |
| NVADULTED | For instructors, tutors, program directors, coordinators, and others who provide one-on-one, small group, or class instruction in adult basic education (i.e., reading, writing, and math) for adult native speakers of English who are functioning at a level below high school completion. Although ESL instructors are not excluded, this is primarily for providers of basic education to native English speakers. |



# Classroom Management

—By Jessica Long, The Buzz (PA newsletter), January 2001

Whether you are a promising adult education teacher or an experienced educator, classroom management is always an integral part of a teacher's rapport. Many teachers encounter students who lack the ability to focus, are encouraged by being the center of attention, speak on rare occasions, or arrive late for class. Some teachers have students who refuse to acknowledge that attending class is a rewarding effort. As you assess your classroom management skills, consider these learner types and some techniques to assist you during an "unmanageable" moment.

- Wandering eyes: Try placing educational materials, posters, enlarged worksheets, or educational pictures on the ceiling. Provide short breaks more frequently. Involve these students in group activities where the "wanderer" is the leader. If pre-occupation is the culprit, have students create a to-do list at the beginning of class and put it and all thoughts listed on the paper aside until class is over.
- Center of attention: Allow these students to help you in any way possible. Some tasks you could assign would be copying worksheets, writing on the board, distributing class materials, and taking attendance for the day.
- Quiet in the corner: Be cautious when approaching a quiet student with alternatives and demands. Instead, create a trusting atmosphere by using small groups and rotating small-group leadership. Also, solicit responses in writing instead of verbally.
- Forced and furious: Students who feel forced into class may have strong reservations. Working as a group, encourage students to list all the negative reasons they have for not wanting to participate in class. Then from the negative comments, create positive comments and develop a "Top Ten Reasons to Come to Class" list.



## Resources for teachers and tutors

Multiple Intelligences for Adult Literacy and Adult Education at [www.literacyworks.org/mi/home.html](http://www.literacyworks.org/mi/home.html) is a model for understanding adult students' learning styles by applying the Theory of Multiple Intelligences by Dr. Howard Gardner of Harvard University.

The Assessment Section shows how to identify learners' preferred intelligences and take inventory of their skills. The assessment activities are designed to help tailor teaching methods to learners' strengths.

The Practice Section contains dozens of suggestions for approaching subjects in different ways to take advantage of different intelligences.

Tips for Life, a finance- and investment-based curriculum puts students in real-life money management situations. The Web-based program allows students to create plans and businesses and to engage in cause-and-effect scenarios, encouraging critical thinking, decision making, and problem solving.

Although the program is recommended for high school age or older, individual modules and activities are appropriate for adults. The curriculum is available free from American Century Investments, at [www.tipsforlife.net](http://www.tipsforlife.net).

*Teaching from a Hispanic Perspective: A Handbook for Non-Hispanic Adult Educators* is an online resource geared toward non-Hispanic ESOL teachers who teach Hispanic adult education students. The issues addressed in the Handbook are intended to ease the tension caused by the cultural misunderstandings between the Hispanic adult student and the non-Hispanic ESOL teacher. The book is an evolving document — ESOL instructors and other interested readers are invited to add to the individual topics discussed. [www.literacynet.org/lp/hperspectives/](http://www.literacynet.org/lp/hperspectives/)

"Intelligence is the capacity to do something useful in the society in which we live. Intelligence is the ability to respond successfully to new situations and the capacity to learn from one's past experiences." — Dr. Howard Gardner, author, *Frames of Mind* and *Multiple Intelligences: The Theory in Practice*

*It is with special pleasure that we recognize CCSN's Bob d'Orleans this month. Bob serves as Administrative Assistant to me and to Rachael Dilling, Nevada's Teacher Training Coordinator, and most of his work directly serves adult educators statewide. He processes the paperwork for management and teacher/tutor trainings, Certificates of Performance, "special funds" grants — all the projects done through CCSN's leadership grant. He maintains the database that put this issue of Nevada Connections in your hands, and oh, yes — he's also a whiz with video and computers, besides! — Sharyn Yanoshak*

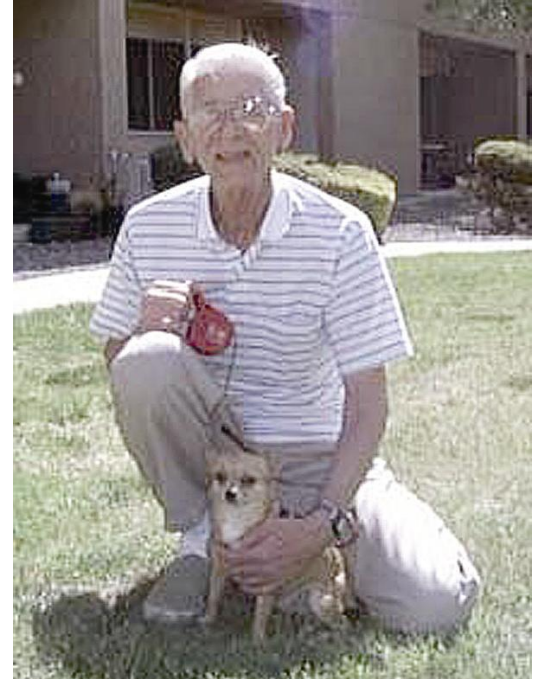
## A very special "SOB"

Bob d'Orleans, affectionately known at CCSN's West Sahara campus as "Sharyn's Old Bob," is 75 years old, but his energy, wit, and intelligence indicate a "real age" decades younger.

Born on a French ship and raised in Pittsburgh, Bob was on his own by the age of 13, making his way on the streets of New York. By the time he was 22 he had found his primary calling in the entertainment business. After working as an assistant film editor for MGM and an assistant in the sound department at 20<sup>th</sup> Century Fox, Bob struck out on his own, providing post-production services for the major movie companies. His independent status also allowed him to contract as a recording engineer for various record companies and artists. Typical of his many skills, he designed and oversaw the construction of the "Golden World" studio and record company, which was eventually sold to Motown maven Berry Gordy.

For the past year, Bob served as President of the Resident Council of Sartini Plaza Housing Development. He spearheaded a grant from the City of Las Vegas to create a four-station computer lab for the residents (most of whom are senior citizens) and since last fall has been teaching classes at the center.

Bob says that the best thing about his job is "being able to help people in whatever way I can." His varied background and helpful attitude ensure plenty of opportunity for this spry and smiling SOB!



*Bob once owned eight thoroughbred racehorses and "would have one in my apartment if I could." (His chihuahua Bambi has some big shoes to fill!)*

## ProLiteracy America offers training, stipends in June

ProLiteracy America, the newly merged organization comprised of Laubach Literacy International and Literacy Volunteers of America, is offering a regional training in Albuquerque June 18-19. Three tracks — trainer, management, and instructional will be offered. Registration is only \$35 for affiliates, \$50 for non-affiliates and travel stipends are available. Contact Southwest Regional Representative Kathy St. John, [katlit2003@yahoo.com](mailto:katlit2003@yahoo.com).

## Verizon Literacy University posts new free course

"Culture and English Language Learners" examines different dimensions of culture relevant to the learning context, including both the personal cultures of learners and educators, and the culture of the larger social political environment. It explores how cultural values influence instruction and looks at several teaching approaches that take culture into account. Objectives:

- To introduce prospective volunteers to implications and issues of working with student populations of diverse cultural and linguistic backgrounds;
- To introduce the significance of changing demographic patterns in the U.S;
- To understand the implication for incorporating diverse perspectives into learning experiences, including learning differences, behavior differences, and gender roles; and,
- To review the importance of examining classroom processes and materials for meeting the specific and unique needs of students from diverse cultural and educational backgrounds.

The 45-minute, self-paced course was developed by the National Center for Family Literacy. Although the stated audience is "new volunteers," content is applicable and helpful to any educators new to teaching ESL. Visit [www.vluonline.org/](http://www.vluonline.org/) and click on "Online Courses" along the left.

## *Connecting resources for Nevada's adult workforce*

### Popular workshop to be repeated in Carson City

—Rachael Dilling, Teacher Training Coordinator for ABE Nevada, [rdilling@cox.net](mailto:rdilling@cox.net), 702/363-2728

On Saturday, May 22, 2004 Janell Baker will present a 6-hour workshop on Goal Setting and Retention Strategies. Janell's workshop, given earlier in the year at several locations in Nevada, is so dynamic and useful that several people asked that it be repeated so that more educators have the opportunity to attend. Teri Zutter, director of the ABE program at WNCC, said, "The workshop was excellent, excellent, excellent. Janell got high marks all the way around." Other participants wrote, "This was excellent! Janell gave valuable insight to ABE, ESL and GED instructors." And: "My students' priorities seem to change with the good weather. I really did need a new approach to goal setting for retention. Thank you!"



The workshop will:

- ☑ familiarize teachers with the NRS requirements that involve students setting goals,
- ☑ give teachers the tools and resources to help students set realistic goals, and
- ☑ assist teachers in getting their students involved in their own academic planning and monitoring of their goals.

All ABE and ESL teachers, tutors, and administrators are invited to attend this free workshop at WNCC, 2201 W. College Parkway Bristlecone Building. Just call (775) 445-4451 to reserve your spot.